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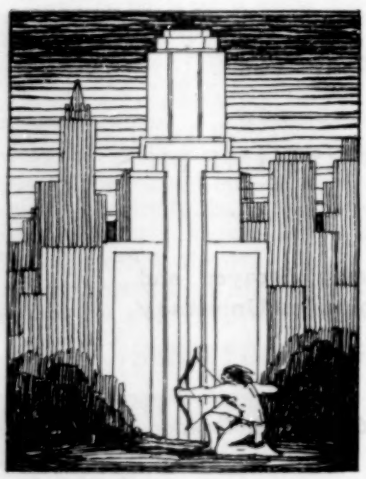

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

California Association

THE California Association was the first to function in a large way, and it has always set the pace of professional progress in state and national membership.

The State Association was organized in 1894—nineteen years after I first knew the state and six years after I began the annual educational tours to the Pacific Coast. There are now several section meetings, but the southern section is by far the largest, having cash receipts for the last year amounting to $61,033.32. Quite a tidy sum for one of several sections.

It is not easy to think of a program of three days that uses more than fifty educators of national prominence, two-thirds of them prominent on the faculties of seventeen of the leading colleges and universities of America.

In addition to having a part on the program of the State Association these fifty educators and more, in the other two days of the week, spoke at twenty-one other county and twenty other city meetings. It was a hectic crusade that we all participated in. There was probably no one who was not in program action of some kind twelve or more times.

This is the sixth time that I have enjoyed this experience, and I have known nothing comparable to it in the more than fifty years of experience on state, national and international programs. It was a joy to be in Southern California when the State Association was in action on December 21-22-23, and the preceding two days when forty cities and counties were in convention action.

Yale University raised $17,746,777 for its endowment in six months.

Fail to Make Grades

IT WAS said by one speaker at the Los Angeles meeting that more than a million children fail to make their school grades each year. Of course, that is a general statement about something that no one knows anything about, but we do know

that in none of the up-to-the-minute school systems do any considerable number of children fail to make school grades. We know systems that hold teachers responsible for every child that fails to make a grade. The assumption is that the teacher fails rather than the pupil.

This is the modern system. The teacher knows in two months whether a student is to fail, and she reports promptly to the instructional director, who has some other expert teacher teach the student algebra, for instance, and by another two months it is known whether or not the student will make that grade and he is to be expected to make the grade. If it is a subject which he is not likely ever to use he is allowed to drop the subject at the end of four months and put his time on something that is more worth his while. If it is an important subject all the non-vital factors are eliminated and he learns only what he can learn, and he is allowed to make his grade on a grade that he can make.

There is something radically wrong with the instructional directorship if any considerable number of children fail to make the grades. It is not the children who need attention but the system. It is not the teacher but the system. Nothing is really modern in any system that tolerates the failure of children to make school grades.

The population of Chicago is officially estimated as 3,741,910.

Attractive Pedagogy

ONE of the most fetching addresses at the Los Angeles meeting, December 19-23, was by a man who gave women a plain talk on how to be good-looking. Pick out your good point and make the most of it. . . . Powder and rouge should be applied with light rotary movement. . . . Face tapping is better than massage. It is done by hitting the skin on both sides of the face a series of small blows with the fingers separated, like playing the piano, for five minutes morning and night.

For an hour the facial artist held the women teachers spellbound with such plain talk as this, and the teachers got financial credit for thus professionalizing. It was certainly attractive physiology and pedagogy.

The Carnegie Foundation of New York made grants of two million dollars for the advancement of education in the year ending September 30, 1927.

Harman of Alabama

A. F. HARMAN, superintendent of Montgomery County, Alabama, one of the outstanding county superintendents of the country, has accepted a newly created opportunity in the State Department of Education. The position is created through the co-operation of the General Education Board of New York City. At a recent meeting of that body an annual fund was appropriated for special services in the field of public school administration and surveys in Alabama. Its purpose was to make possible the employment of an expert in this work who will be available as a consulting specialist in problems of administration and supervision and in the study of educational problems that the various boards of education may intelligently adopt measures for their solution.

The Journal of Education has had several editorials on the achievements of Dr. Harman in the past five years, because he has put Montgomery county in the forefront in rural life advancement.

Recent legislation has combined Montgomery city and county systems, which would have changed Dr. Harman's work radically, and this new position in the state department is highly attractive to him.

The County Board of Education made every conceivable effort to have Dr. Harman remain in the service of the county, but the new opportunity is one not offered in any other state in as attractive a way.

Assistant County Superintendent T. L. Head will succeed Dr. Harman at least until next July.

J. O. CHEWNING, superintendent of Evansville, Indiana, is making the second largest city in the state one of the best in the country. In 1902 Evansville led the country in removing the appointment of teachers from the danger of political or personal favoritism, and in 1927 the non-teaching employees of the city were removed from all danger and all persons in the school service in Evansville are on the high plane of merit and efficiency. This is due largely to the leadership of Superintendent Chewning, who was promoted from the high school principalship when L. P. Benezet went to Manchester, N.H.

American Rhodes Scholars

FORTY-THREE American Rhodes scholars are full college professors in America, twelve are educational executives, nine are college deans, two heads of preparatory schools, three are officers of Educational Foundations, thirty are prominent lawyers, six are prominent physicians, eight are clergymen, twelve are successful in business, four are journalists, five are in important Federal positions, chief of whom is the Commissioner of Education.

If any university in the world has as good a statement about as large a per cent. of its graduate students in the same length of time it should enlighten the public promptly.

American Vocation Association

By A. E. WINSHIP

ROGER BABSON, the American economist expert, says the tourist business is the greatest American industry. Without pretending to be a specialist in anything we have tried to magnify the fact that a National Education Convention is the greatest promoter of permanent publicity for any section of the United States.

Teachers and other educators are the most serious-minded of all tourists. They travel to know all that is to be known about every state and city, every industry and enterprise.

They have a historic background for all of their observations. They see everything with keen anticipation. They have expectations of learning something important and interesting wherever they go, whatever they see, and whomsoever they meet. They expect to pass on to their pupils whatever they learn, and they aspire to have material for talks at clubs and other gatherings.

They are entirely distinct from tourists, who lounge and sleep and play cards except when there is something played up as rare scenery. Teachers and other educators are purposeful tourists. They expect to use profitably and professionally whatever they see and learn.

Southern California and its metropolis appreciate to the limit what it means to entertain convention tourists, who are in a class by themselves, especially educational convention tourists who are the peak of tourists.

Los Angeles is an ideal convention city, especially as an educational convention city. Hospitality is the major function of everyone in this wonderful social, industrial and civic community. The people appreciate that the glad hand is a good financial investment, but their welcome is not commercialized. Even the realtor will give you a fifty-mile ride and show you the things you are glad to see before he takes you for a free tent luncheon and a psychological lecture on why an investment in a small lot on his forty-acre tract will enhance your rides, and if you do not care for luncheon or lecture he will, in a whole-hearted way, continue to show you things that enrich your knowledge and enhance your pleasure in knowing Hollywood, and in seeing Will Rogers' mansion at Beverly Hills.

It is forty-six years since I first knew the frail Mexican-American community, with nothing attractive but the climate which in February, 1882, impressed me more than it has in any of the last forty years in which I have been there at least once each year—in 1927 three times.

When Americans were few and their climate new; when their chief investment was faith in soil and climate, it was a relief to find one who would listen to their belief. There was no propaganda in it then. The trained professional "realtor" was unborn, and one felt that the half could not be told.

Forty years ago my annual pilgrimages began, and I have challenged the professional boosters to keep ahead of me in appreciation of the miraculous progress which has given Southern California marvelous elementary and wonderful secondary schools, which are ripening into universities so fast and so vast as to be the world's wonder.

Six months ago I saw the Parent-Teachers of the state reveal a spirit and devotion such as I had never dreamed of, and the American Vocation Association, at its second meeting, December, 1927, in its latest creation, was positively brilliant in its activities. The importance of every session was so interesting as to be fascinating. Everywhere with everybody vocation was regarded as a joyful avocation. We have never seen such skilful business revealed in such a buoyant fashion as at the Biltmore headquarters.

The speakers were inspired by the mission of their message. I have never enjoyed a meeting of the National Education Association more than I did the addresses of William John Cooper, the new state superintendent of California; Mrs. Susan M. Dorsey, the unanimously re-elected superintendent of Los Angeles for the third four-year term at a salary of $12,500, an increase of $2,500, which it is said the Board of Education had intended to make larger, but she put her foot on the retarder, and of Dr. Joseph M. Gwinn of San Francisco, president of the Department of Superintendence for the Boston meeting.

It was at this same Saturday afternoon meeting, December 17, that Superintendent A. M. Hughey of El Paso, Texas, flashed an address that we have never heard excelled on any educational topic. In thought and expression, in heroic attitude and in hectic terms he re-created vocational ideals for public schools.

But it was Charles A. Prosser, at 11.30 Saturday evening, who did the most unaccountable platform trick that we have ever heard in any educational gathering. It is impossible to put it in type, but we cannot resist the temptation to try it, though we realize how much of the tragic effect was due to the pose and voice of Dr. Prosser and to the lateness of the hour, when everything was colored by the fact that Charles A. Prosser and Charles R. Allen are to the vocationalists what no other two men are to any other educational organization. The occasion was the banquet of the American Vocation Association at the first real feast of this organization. The dinner was

scheduled for six o'clock, but it was nearly six hours later when Charles A. Prosser presented Charles R. Allen with an elegant watch and chain, the gift of the men and women who were patiently waiting to enjoy this notable honor to a man of noble professional service.

Forty-five minutes of wonderful music by the Glee Club of California was injected early in the banquet hour. Then there were four historic episodes put on at various times by the students of the Lincoln High School of Los Angeles, presided over by Ethel Percy Andrus, a recognized leader among secondary school principals of the United States. Inevitably these episodes absorbed much time. And there were lengthy addresses read or spoken on education in Mexico, in Canada, in Hawaii, and in the United States.

And all the evening the feasting multitude was impatient to hear Charles A. Prosser present Charles R. Allen with the watch and chain which they had provided. I have attended thousands of professional feasts, but I have seen nothing like the state of mind of that great body of feasters when "Charley" Prosser, the idol of them all, walked across the platform where the dignitaries had been feasting, and laying his hand on Allen's shoulder told the following story in his inimitable way:—

"Once upon a time on a mountain side a thrifty New England woman with abounding Christian faith tried to establish a cabbage patch on a little garden spot among the rocks on the hillside.

"The cabbages had a good start and gladdened the heart of the good woman until scorching sun and rainless days required earnest prayers for redeeming showers. Days came and went, but showers came not, and prayers slackened.

"Then thunder roared, lightning flashed, the heavens opened, and the cabbages descended from the mountain side.

"The woman now talked with the Lord more intimately than before, saying: 'It is true, Lord, that we asked for rain, but *this* is ridiculous!'"

I have had much experience with convulsed audiences, but we have seen nothing comparable to the way that audience was convulsed at the ridiculous situation at near midnight when Dr. Prosser ended that cabbage story so unexpectedly.

No one was weary now and Charles A. Prosser had the joyful attention to a charming presentation to Dr. Charles R. Allen, whose response was a bit of rainbow glory, and the vocationists greeted the two men with rapturous delight.

Governor Zimmerman of Wisconsin has signed a bill affording $100,000 state aid to school districts making special educational provisions for crippled children, who will be transferred to and from classes.

El Segundo, California

OUR latest surprise was a triple affair. Seventeen miles from Los Angeles is the second famous refinery of the Standard Oil Company on the Pacific Coast, the El Segundo, probably the largest in the world. The plant covers 1,300 acres, with several tanks, each containing 3,000,000 barrels of oil. The tanks are lightning-proof and fireproof. They are under ground in reinforced concrete tanks. There are also many of the time-honored metal tanks, but most of the oil is in modern receptacles.

This was a surprise, but is not one of the triplets, the first of which was a half-million-dollar high school plant for 175 students in a community of three thousand inhabitants. The building alone, costing $500,000, is the latest word in professional architecture. In one respect at least it is ahead of anything we have seen elsewhere. The gymnasium has a resilience floor which gives just a little when one jumps upon it, and helps a trifle when one springs from it. We have seen resilience race tracks in Kentucky, which help horses to make fast time easier than on nature's race course, but we walked across a resilience high school athletic floor for the first time in El Segundo.

Our second surprise was to find Charles L. Broadwater leading the community to vote bonds, for this best school building for a school and community of its size, by a practically unanimous vote, and this famous achievement is due to a man whom I had known intimately in West Virginia as a prominent leader among school men.

The third surprise was to find J. F. McCullough delightfully settled in this lovely community, actively interested in the creation of this wonderful school building, helping the community in all social, civic and educational ways as editor of the El Segundo Herald.

Mr. and Mrs. McCullough selected this sea-shore home because their only daughter's home is here, and her husband is the director of the El Segundo oil plant. It would not be easy to find as active a man as McCullough has been in educational business in New York and Chicago enjoying local activity as he enjoys the miraculous achievements of El Segundo.

William Rand Keenan, Jr., has given the State University of North Carolina $303,000, which is being used in the creation of one of the best college athletic fields in the country.

In one of the most conservative New England co-education colleges with strong religious traditions three-fourths of the girls admit that they "smoke."

Belding's Page

PATRIOTISM AND PICTURES

PICTURES on the walls of a school have a transforming effect. Nothing else aids so greatly in providing a homelike appearance and atmosphere.

A good picture does vastly more than this, however. It carries its own story or its own message of beauty to the minds of growing boys and girls. It influences them silently by its very presence even when they are thinking of other things. They become accustomed to having works of art around them. They learn from the lips of teachers what the painters were trying to tell. Appreciation of the esthetic gradually is added to their powers.

Patriotic pictures have a special significance and value as a part of school equipment. Inspiring likenesses of Washington, Lincoln, and Franklin and others who have spent themselves in the cause of their nation and have contributed to make it great, should be placed where every member of a school can see them every day; and where some may gaze at them steadily and be touched by their unselfish and achieving personalities.

Imagine if you can a school in which children gather for patriotic exercises, honoring the memory of some national hero, without being permitted to see a properly reproduced and tastefully framed likeness of the man who is the object of their thoughts! There are schools like this, and they are all too numerous. The teacher or one of the pupils may bring in a portrait clipped from a newspaper or a magazine, to illustrate the theme of the day. But what an undignified way in which to present a man whose noble deeds have added lustre to his country's fame. A dog-eared picture on a scrap of paper may be better than nothing to show a class. If it is the only thing available, by all means let it be used, especially to bring out vividly some single event or episode or some minor character. But for the major heroes of our Republic's past and present, unless the pictures can be worthy of the men they purport to show, it might be better to leave the likeness to the imaginations of the pupils and their memories of lineaments more or less familiar to them from books.

Pictures of the men and women who have made America, scenes that have made history—these are only second in importance to the Flag itself, as part of the facilities of every school from the lowest to the highest. The past cannot be made to live again before the minds of boys and girls without such aids as these.

It should be needless to say that ancient engravings and chromos, stained and disfigured, have a negative effect upon feelings of loyalty and admiration. Such pictures should be taken down and replaced with better ones. They are like soiled and faded copies of the Stars and Stripes—unless they be historic relics—as symbols of a feeble love of country.

WHAT IS "COLLEEGE"?

NOTHING so pleases the high school student as to imagine he is doing things the way they are done in colleges. Whatever is "colleege" is regarded as the last word in good form.

Unfortunately the schoolboy has no adequate means of knowing just what are the standards of student conduct in colleges. All he knows is what he picks up from the college students at home on vacation and eager to impress their younger friends; the sensational features of college life that get into the newspapers. In other words, a very distorted view of undergraduate customs is presented to the eyes of youths in secondary schools. This is especially true of drinking. An impression prevails in many quarters that "getting lit" is in good favor in the college world. With this sanction from the highest authority known to youth, no wonder so many young simpletons delight themselves with furtive sampling of the forbidden stuff, when they deem themselves to be followers of those paragons of wisdom and social excellence, the collegians.

Something of this misapprehension remains in the minds of these students even after they enter the higher institutions, and in this fact lies an explanation of some college errors. On the other hand, many a freshman meets the surprise of his life when he looks about him in college and perceives that clean living is the general rule rather than the exception.

There is, to be sure, a difference in college atmospheres—a vast difference. There is even a wide divergence in the several social groups within a single college. In some of these seats of learning it is, in fact, considered good form to do a lot of silly things, quite unworthy of the selected youth whose privilege it is to attend these institutions.

College deans and presidents have more influence than they sometimes think they have, in the creation of undergraduate standards. A student body can be made to measure up to what is expected of it by men of strong character and high purpose.

Would it help any if college-boys were reminded, now and then, of the influence which they, in turn, are exercising unintentionally upon the conduct of those following so closely behind them?

Anson W. Belding

Associate Editor.

Aims In School Music

By ROBERT FORESMAN
New York

THOUGHT, time, and money have been devoted to the problem of teaching music in our grade schools, and yet we are not satisfied with our accomplishment. Children who leave our schools take with them, in too many cases, little or nothing to show for the time spent on music in perhaps a decade of school life. They rarely can read music; worse still, they rarely care to do so.

Many theories have been advanced to explain this state of things; a popular belief is that we are not a musical people. If this means that we are physiologically defective in musical capacity, it is probably untrue; if it means that our musical taste and feeling are undeveloped, it is not an explanation but a restatement of the original proposition.

A more simple and credible explanation of our comparatively meagre accomplishment in school music is that our methods of teaching have been, until very recently, attempting to reconcile contradictory principles. Even where a method has had an apparent continuity of plan it has been seen, on analysis, to be made up of widely differing elements, necessitating different pedagogical approaches and demanding totally different mental activities in the children.

This divided effort involves a direct loss in effectiveness and is the result not always, or only, of a wrong objective in music teaching, but of a failure to understand the actual learning process and of a tendency to confuse quantitative and qualitative standards of achievement. It is generally agreed, for example, that the objective in singing should be the fluent and spontaneous expression of the song. What is not so generally recognized, though it can be easily perceived by observation of actual schoolroom work, is that *the learning process throughout all stages of progress is essentially the same.* As musical training advances, the song material used may become more mature and musically more difficult, but the actual learning process does not change. In music education it is, in fact, impossible to mark off separate and distinct periods of development.

This means that no essential difference in kind is evident in the reactions of the mind as musical training goes on year after year. Whether children sing entirely by ear, as in the first two grades of school, or whether they can read at sight with facility, as in the seventh and eighth grades, their reactions to musical impressions will be identical, if the work is psychologically sound and if the different stages of progress really mark a continuous growth. In order to secure progress of this natural and enduring type the teacher must have a clear understanding of the special learning process in music and must consciously retain and emphasize the elements which give her work organic unity from grade to grade.

Learning to read is recognized as an example of just such a consistent and sustained process; one in which the mental activities of the earlier stages are merely given greater facility and intensity as progress is made. It is generally realized that to read music is also a consistent process; one in which the type of reaction present in the child's early musical experience is brought, by training, to an increased intensity as a result of maturing responsiveness and greater facility in expression.

The pedagogy of reading has been determined and directed in the most definite way by this recognition of the actual learning process. It required years of experimentation to discover that the reading process was consistent throughout all stages, but as a result of this discovery the various methods employed in the schools throughout the country are now practically the same, so far as the fundamental procedure is concerned. One and all recognize that the problem is simply to get the thought from the printed or written word. Children, therefore, now *begin* to read for the sake of the thought, and it is recognized that the beginning process should be identical with that employed later on by the fluent reader. The days for subjecting the children to preliminary and purely mechanical exercises, such as the old *a, b, ab* method required, are gone forever. Attention, from the earliest stages, is concentrated on the process which remains constant and essential—that of getting from the printed words the idea they are meant to convey.

In the same manner the unity and consistency of the process of learning to read music must be recognized and utilized, if a truly musical method of school music instruction is to be worked out. In reading, of course, the problem of evolving a correct method has been a much simpler one than in music, since the reading process is a relatively simple intellectual one, in which progress is dependent upon intellectual training and can be measured easily and accurately. In music, the learning process is one involving not only delicate sense perceptions and

co-ordinations, but also feeling reaction to musical effects, as well as the functioning of the musical memory. Progress, therefore, depends on the training of these sense perceptions and co-ordinations, on the establishment of definite and accurate feeling reactions, and on the development of the musical memory.

A good method of teaching music must be organized and co-ordinated in such a way that there is no change or break in process from the one employed during the early rote-singing period to that usually designated as "sight reading."

The pre-school years give to children an experience in the use of words which greatly facilitates thought getting when they come to read, but the average child has little pre-school experience in music corresponding to this. His first organized experience in the listening to songs almost always comes during the first two years of school. This period of training is therefore of the greatest possible importance to his future musical development.

In the first place it is during the first two years of school that the *learning process* must be initiated—that is, a facility in imitative reaction to musical impressions must be acquired at this time. The ability to reproduce accurately a musical effect is essential at all stages of progress in music. Second, the *habit of quick and sensitive reaction to musical impressions and musical effects* must be firmly established, and the children must be trained to respond subconsciously to musical form. This means that they must be *aware* of those qualities that make up a good song—consistency, continuity, unity, dramatic intensity. Such awareness is the right basis of feeling reaction, and incidentally of true musical appreciation.

The work of this early period is thus seen to be the formation of the habit of facile imitation, the establishment of the musical memory to such a degree that there can be recall on individual initiative, and the laying of the foundation for musical appreciation. The only test which can be applied is that of the musical memory, the foundation of all musical capacity.

Training in music may thus be said to mean the deepening of feeling reaction. The effect of this truly musical training is cumulative, not progressive, since each feeling reaction remains an isolated and complete experience of as great significance as any other. The value of the training lies in the deepening of the musical feeling by, and for, all these experiences taken together. The function of the intellect in the study of music is not to give the original impetus to expression but to stabilize and make more permanent and more easy of recall previous feeling experiences which remain complete and effective in themselves.

The work of the first two years of school music, therefore, if properly done, establishes standards and tests for the type of development that must be continued throughout the entire course.

The quality of the feeling reactions to musical impressions depends entirely upon the musical character of the songs used. In the first two years of school the type and number of songs available is of fundamental importance. The songs the children sing should give them a foundation of experience in intense musical reaction. To accomplish this, these songs should be sufficiently complete and satisfying in mood and emotional content to arouse an immediate and strong feeling reaction, and they should be sufficiently simple and direct to lie within a child's physical, mental, and emotional capacity. Songs of artistic unity and strength in sufficient number to give many experiences in similar and in contrasting moods are the necessary material for all satisfactory work.

Moreover, the songs should, although effective and interesting, be very simple and obvious in form. Many of them may be little more than the repetition of one or two simple note patterns. They must, however, be real songs of musical and artistic value. This genuine musical quality is imperative, since progress consists in the development of the expressive processes of imitation and memory and the resultant gain in feeling for continuity, balance, and unity.

In order to make best use of the song material the teacher must be able to classify each song according to its mood. She must be able to gauge its effectiveness and consequent pedagogical value. She must understand its form, in order that the children may be guided to use the form of each song subconsciously, as an aid to correct expression.

All children who can sing with even a limited degree of expressiveness can also be taught to use technical relationships for the purpose of improving their singing and making their expression more definite and complete.

The first stage of the child's experience with these technical problems and relationships within the song should be their use as an aid in singing the song by ear. For example, when a song written in "four-four" time has been partly learned from the pattern set by the teacher, the counting of the pulses of the measure, *one-two-three-four*, helps to stabilize the rhythmic expression and actually aids the musical memory in keeping the correct time and in placing the tones. So also the application of the *sol-fa syllables* to the melody of the song aids in tone placement, gives a certain firmness and security to the singing, and helps towards the right kind of facility in singing *sol-fa* syllables. This facility will later

help the children to use these syllables musically in connection with their sight-reading work in the higher grades.

When the use of the notes is introduced, the child does not immediately develop a new ability, abruptly departing from the sequences of his already established expressive processes. The order of development is still directly from feeling reaction to expression. No matter to what extent the child observes the pulse lengths of the notes or sings the intervals with the *sol-fa* syllables as an aid to learning the unfamiliar song, his use of pulse and interval measurements naturally remains imitative. Moreover, it should be *kept* imitative, since imitation gives the only basis for developing sight-reading capacity that has real musical value.

When the first two years' work has been properly done—the right material used and correct attitude preserved towards the method of teaching—a foundation has been established which furnishes right standards of procedure in all succeeding grades. In each successive year's work the emphasis is to be put upon developing the child's feeling for form, continuity, and for unity. This musical feeling will stimulate and aid in the mastery of the technical relations and problems which are to be used in learning new songs and in singing them expressively as they gradually become familiar. If the songs for the later years are rightly selected, the process of sight reading will utilize the maturing and developing capacity for imitation in learning the new song as well as in singing the song after it has become familiar.

If the teacher has consistently and conscientiously held to the principle of natural growth during the first two years of the child's school experience of music, a secure foundation will have been laid for the continuance of the attitude toward expression which considers it as growing out of the imitative and memory processes rather than as growing out of calculation and reasoning. A consistent pedagogical process will then be sustained from grade to grade, and independent musical use of the technical facts and elements of music will inevitably result. This independent capacity will have grown naturally out of the continued association and re-association of musical effects and impressions with their symbols.

When this correct and uniform psychological process is established and insisted upon from the first grade throughout the child's musical career in the schools, proficiency in sight reading will naturally be immeasurably increased if the song material has genuine musical quality (since such material best stimulates musical feeling) and if the songs are adapted to the child's expressive capacity at each step of progress.

It should never be forgotten that the technical facts and the structure of the song should be of the greatest assistance in musical development. The preservation of the psychological sequence between expression and technical fact will, in the end, make the child's use of technical fact more effective and will lead to real sight-reading capacity. Sight-reading ability which has been developed without any psychological break in the method is more dependable, more expressive, and more likely to be a permanent possession.

This result is often not one that is capable of tests and measurements. The ability to sing from the notes fluently and expressively, the capacity for easy memorization, and the knowledge of musical nomenclature and principles can be tested with various degrees of accuracy. True and sensitive musical feeling, keen appreciation of musical beauty, and pleasure in music as an art, are less easily measured though much more valuable to the individual child as part of his cultural equipment. The desire to have children excel in the measurable capacity should never distract attention from that which is, at its best, immeasurable.

Music education in the past has been wrong in its method and procedure; indeed, in nearly every instance the immediate objective has been wrong. Even where the ultimate objective has been stated as expressive singing, the actual effort has too often been simply to teach children to read music at sight, as a form of mental capacity and mechanical skill, demanding and susceptible of accurate tests. In this way a quantitative standard of achievement has often been substituted for a qualitative one; the question has been not *How do children approach music? but How much do they know about music?* The temptation has been to substitute a definite, easily measured and tested skill and a body of exact knowledge—both of which can be drilled into children by hard and conscientious plodding—for the carefully trained musical feeling and true musical appreciation which can be developed only through a consistent willingness to concentrate on results that are not easily tested and too often discouragingly elusive.

Through these alone can music hope to carry over from its status as a school subject and become a part of the individual's life when academic tests and rewards, skills and measurements, have become a quickly effaced memory. The only results that justify the teaching of music in the public schools, with the present-day crowded condition of the curriculum, are precisely those which must be measured qualitatively. These are in the cultural or appreciation phases of music—the quickening of sensitivity, the intensifying of musical feeling reaction, the development of taste, and the consequent greater interest in music as a significant factor in everyday life.

Art and History

By ANNE WEBB KARNAGHAN
The Museum of Fine Arts, Boston

THE unfortunate conception of art as a subject remote from the experiences of the average individual has gone far toward separating the people of this age from their greatest heritage, the artistic treasures of the past. But when museum objects are viewed with a personal interest somewhat akin to that shown in the furnishings of modern homes, or in the architecture and decorations of public buildings they assume a different aspect. It is then that museum collections become a means of approach to the life and cultures of past peoples.

It is my belief that no teaching of history can be adequate without some consideration of art; and that the study of art as a mere succession of objects can never convey the beauty and depth of the subject, nor its significance. With the correlation of the two, art becomes alive, and history is revealed as an exciting record of people whose daily life may be visualized again and again by means of actual objects which have survived them.

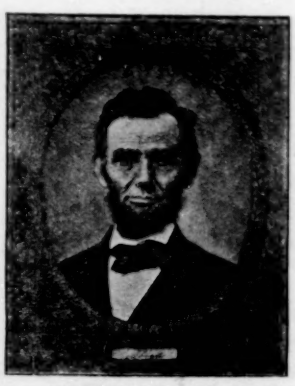
In every period of history from early Egypt to the present, the customs and ideals of peoples have been interpreted in the temples or churches they erected, in their homes, in the furniture they used, and in the ornamentation of their cities, homes, and persons. The extensive work of scholars has made many of these objects available, and today the teacher has an opportunity, for the first time, to relate satisfactorily the historical events in the life of a people with the art they produced.

A few years ago the study of art began with the Greeks. It was pursued through Roman times, picked up again in the Middle Ages, and continued through the Renaissance to modern times. Each object of art was considered individually with little effort to relate it to the age and nation which produced it. Raphael was accepted as a greater painter than Boucher, but the average student could not account for the difference on logical grounds. He did not realize that the supremacy of one over the other was inevitable; that Raphael came of a brilliant period in Italian history, while Boucher was produced by France in the artificial days preceding the Revolution.

Extensive discoveries in Egypt, Mesopotamia, India and other countries have demonstrated the importance of looking beyond the accomplishments of individual artists to the spirit of an era for the primary impetus to great artistic expression. In a profound sense an artist is the product of his age, and to understand and appreciate his work a certain knowledge of historical background is necessary.

In any study of the history of art it is necessary to see or to visualize actual objects of many periods. Herein lies one of the great functions of a museum, and perhaps may explain to the casual inquirer why so many examples of similar subjects are assembled in cases or hung on gallery walls rather than being arranged in pleasing groups less extensive in scope. Individual objects are frequently a great source of pleasure and inspiration because of their beauty of conception and execution—and this is not to be belittled. But the enjoyment of such objects may become even more satisfying if one acquires a knowledge of contemporary work and the character of the age which produced them.

A teacher is constantly confronted by the problem of having actual objects for students to see and to handle. The number of originals is limited. But photography and other mechanical processes have made it possible to possess reproductions at small cost. Much may be learned from these substitutes. It is true that a plaster cast lacks



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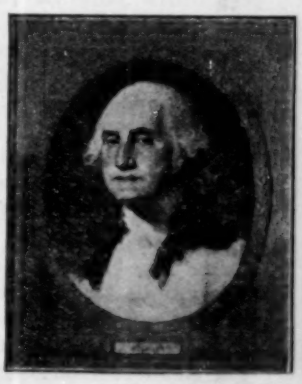

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the delicate play of light that is found on the sculptured surface of an original statue, and that no print, however good, can quite reproduce the character of the line or the quality of pigment in original paintings, but in good reproductions, and there are many, the spirit of original work is often recreated with surprising fidelity.

Good color prints and black and white reproductions may be purchased at reasonable prices from many art publishers; and plaster casts of sculptures, architectural fragments, and various examples of crafts work may be secured. The larger museums of the country offer for sale at nominal prices photographs and post card reproductions of objects in their collections, and at the Metropolitan Museum of Art may be found plaster reproductions of many works of art in their possession. The Museum of Fine Arts, Boston, publishes several "school sheets," each illustrating a single period of art—Egyptian, classical, mediaeval, Renaissance, modern masters, English history, and several design sheets arranged for pupils from the fourth to the eighth grades. These illustrations may be clipped and pasted in a notebook or mounted on cards for the "School Museum."

It is important to have a school museum in which may be assembled prints which will illustrate the art of every period. If special contributions or a budget from the school board do not permit the purchase of good photographs a substantial number of fair reproductions may be collected from the rotogravure sections of the Sunday issues of metropolitan papers, from art magazines, and occasionally from travel folders—a game in which the student may enter with considerable zest. These clippings may also be mounted and arranged in related groups until better reproductions can be produced. Local art clubs and art institutes may also be encouraged to turn their attention to the purchase of good reproductions rather than waiting until sufficient funds have been gathered for the acquisition of a single painting, too often of little merit. A school collection, even though temporary in character, may familiarize the student with the broad characteristics of various periods of art. He will come gradually to recognize a power in one age that is lacking in another. Egyptian sculptures of the Fourth Dynasty will show a refinement of feeling and a technical skill lacking in work of later dynasties; the art of India during the virile Kusana period will contrast with the elegance of the later Gupta period; and the paintings of Michaelangelo and his greatest contemporaries will show a spontaneity and breadth of idea that are lacking in even the greatest imitators who followed; while the artificiality of the eighteenth century French school will suffer when compared with the sturdy democratic work of Millet. The student will gradually learn to discriminate between the greater and the lesser works of art which have survived, and this without any great effort toward guidance in taste by the teacher, for nobility of expression is its own best messenger and will with sufficient familiarity convey its beauty and meaning to the inquiring and sensitive mind.

Such study will not only enrich the life of the student but it will eventually, I believe, inspire him to seek in our public buildings, homes, and objects for daily use a true expression of this swiftly moving age. And in this he will be encouraged by practical work in the crafts, with pen and pencil, plasticene and soap . . . sometimes copying objects of the past to gain a greater knowledge of form and design, and again giving free rein to his own creative impulses. But this is a subject not possible to enter upon here, where my chief purpose has been to emphasize the importance of supplementing the study of history with art, and the study of art with some knowledge of historical background.

The Things You Leave Undone

By MARGARET E. SANGSTER

It isn't the thing you do, dear,
  It's the thing you leave undone
That gives you a bit of heartache
  At the setting of the sun.
The tender word forgotten;
  The letter you did not write;
The flower you did not send, dear,
  Are your haunting ghosts tonight.

The stones you might have lifted
  Out of a brother's way;
The bit of heartsome counsel
  You were hurried too much to say;
The loving touch of the hand, dear,
  The gentle, winning tone,
Which you had no time nor thought for,
  With troubles of your own.

Those little acts of kindness
  So easily out of mind,
Those chances to be angels
  Which we poor mortals find,
They come in night and silence,
  Each sad, reproachful wraith,
When hope is faint and flagging
  And a chill has fallen on faith.

For life is all too short, dear,
  And sorrow is all too great,
To suffer our slow compassion
  That tarries until too late;
And it isn't the thing you do, dear,
  It's the thing you leave undone
Which gives you a lot of heartache
  At the setting of the sun.

Value of Education

ONE of the most interesting collections of facts ever assembled to prove the cash value of popular education was given in a paper read at the recent industrial conference at Salt Lake City by President Franklin S. Harris of Brigham Young University. His most striking point, perhaps, was in pointing out that the increase in individual income in the United States has just about kept pace with the increase in the number of high school and college students. There was practically no increase in the years from 1850 to 1870; but since 1870 per capita income has tripled, coincident with the tripling of the number of persons seeking higher education.

Even for manual laborers education is decidedly beneficial, President Harris finds, declaring that a study of several thousand workers in factories showed that their earning power was almost directly proportional to the number of years they attended school, the greatest difference being between those who had had only one year of schooling and those who had none. Those with a year of schooling had a 16 per cent. advantage over the unschooled.

From Who's Who President Harris drew the conclusion that aside from engineers, lawyers, and doctors, almost all of whom are college trained, 45 per cent. of executives in metal and rubber industries, 65 per cent. of bankers, 62 per cent. of manufacturers, 59 per cent. of capitalists, and 41 per cent. of railway officials are college men. A study in the plant of the Great Western Sugar Company was also instanced; college-trained men, not necessarily graduates, rose to foremanships in three years as against eight years for men with lesser education; while of superintendents of factories, the college men were found to have attained these posts in a little more than six years, while the noncollege men took fifteen years to make the same climb.

Figures compiled by the Massachusetts Department of Labor and Industry and Boston College show that the average untrained man earns $43,000 between the ages of fourteen and sixty; the high school graduate $78,000 between eighteen and sixty, and the college or technical school graduate $150,000 between twenty-two and sixty.

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To the grindstone rough
And you hold it down
There long enough
In time you'll say
There's no such thing
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And birds that sing.
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Your world compose—
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And your darned old Nose.

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The Educational Department

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School Problems

Edited by a School Executive

63. Is admission by intelligence tests workable? (Virginia.)

Yes, it is successful, especially if it is combined with a chronological entrance. For example, if children six years old chronologically are allowed to enter the first grade, you can also allow children five years old to enter, provided they measure six mentally, and their physical condition warrants it. A kindergarten for children a year younger with entrance on the same plan improves matters greatly and saves much disappointment. When a child reaches five or five and a few months most parents want him in school and if he can't make first grade the kindergarten or pregrade school class is a great salvation.

The purpose of entrance by intelligence tests at this point is to get children into school, not to bar them out. It is to find those ready for school work and give them the opportunity. This positive side of it needs much stressing and advertising. Once the people understand it you have no trouble.

64. Will you kindly discuss the use of teachers as student advisers? (New Jersey.)

From your request I take it that you believe students need advice from somebody. Proceeding on that supposition the first point is: Are teachers the people to give them advice? Well, who else can?

Some people say the parents are the ones to do it. Our experience in the school leads us to believe they don't. In many cases they frankly say they don't know how, and many of them think they are too busy. In either case the boy or girl loses out.

"The pastor should be the one to give the student advice." How often does the pastor see the boy? How many boys and girls never go to church? He can do little with the great mass. He can directly affect only a few. The classroom teacher has little time to give to the work. That is the drawback with her caring for the situation. In many cases she is poorly trained in psychology and sociology. She may get on with the majority of pupils and know her subjects, but when it comes to giving social or vocational advice she may be weak.

We are beginning to know the need of expert advisers for growing boys and girls, men and women of tact and sympathy, alive to the doings, speed, and trends of the times, and especially trained to do this kind of work. Call them deans, advisers or helping teachers. It makes little difference as long as they are there to advise the pupil how to make the most of himself in the school world and outside. This kind of work requires much time and constant study of the pupils' needs. It is all a highly trained, specially adapted person can do.

In many cases pupils go to this kind of person quicker and with more freedom than to a member of their own family. They have much the same feeling that we have in going to a physician. They feel surer of an unbiased hearing, understanding and expert advice. It lacks the embarrassing personal background sometimes found in family relationship. When this work is centred in one teacher as an adviser the visit from the pupil's viewpoint becomes a friendly business proposition and he usually reveals his highest possibilities. The creation of such a position in a high school, provided it is done on the right basis, is both a social and an economic advance.

65. Has a superintendent any right to ask a teacher to go to summer school? (Iowa.)

Under some circumstances, yes. If a teacher has taken no winter or summer course for some time, say three or four years, he is wise to suggest that she take a summer course. If it is not convenient for her to take summer work then she should endeavor to take courses during the school year. With the constant development in the science of education it is necessary for a teacher to study all the time and take courses frequently. She needs guidance she can get in no other way. A superintendent should make it as easy as possible for his teachers to take courses, and then inspire them to do it.

66. Has a school board any right to limit the outside teaching of a teacher? (Pennsylvania.)

In some places it has been found necessary. Teachers teaching four nights a week, Saturday mornings and all summer have, as a rule, less vitality for their day school work, and the results show it. If a teacher teaches every night in the week as well as during the summer vacation, she cannot radiate abundant health and the joy of living. Coming into the classroom all fagged out mornings is a condition no school supervision can have. It is not fair to the children.

The average teacher cannot teach three nights a week, with Saturday and summer teaching, and do justice to her every-day classroom work. Something has to suffer, and usually it is both her teaching and her health. For these reasons many school boards find it necessary to limit the outside teaching to evening school work or summer teaching, not both.

An Interesting Pageant

By FANNIE C. WILLIAMS
New Orleans, Louisiana

EACH year Valena C. Jones School, New Orleans, Louisiana, holds a pageant based upon some activity stressed during the year. Last year the special activity was establishing a library.

There was no vacant room which could be used as a library, so the principal gave her office. The boys from the manual training classes built shelves around the walls, made book racks and reading tables.

A committee of pupils assisted by teachers listed all books owned by the school. Then they planned a Library Shower. Book lists, that had been furnished by the National Book Week committee, were mimeographed, invitations written, and sent out to friends, parents, and former pupils.

Each person received an invitation and a book list. He was asked to bring a new or an old book, or the price of a book. On the day set aside for the shower the children greeted the audience with a program. This program consisted of songs, stories, fables, and poems which were a part of the pupils' daily classroom activities. The chairman of the committee told the parents and friends why Valena C. Jones should have a library. At the close of the speech the entire committee came to the front to receive books. As each grade was called, pupils bearing books which had been donated by that grade came forward. Parents also brought books. The shower gave two hundred fifty books and five dollars in cash.

The pupils of the school elected a librarian and members of a committee to assist. The work of this committee was to list and label all new books, make rules for borrowing books, and set a definite date for opening. So earnestly did they work, that five days after the shower the library opened its doors to the pupils of Valena C. Jones School. Since that time children may be seen before school, at intermission, recess and after school, standing patiently in line waiting to secure a book to take home to read. Not only do the pupils read the books at home, but also their older brothers and sisters.

One morning at assembly the principal asked: "What shall we have for the subject of our pageant this year?" From all parts of the room came the reply: "Our library." The principal suggested that each grade would write the title which it thought would be best for the pageant, and send it to her desk the next day. They did so. As a result the title of the pageant for 1927 was "Famous Characters from Bookland."

From beginning to end it was a pupil affair. Each class, by voting on first choice, second, third, selected the story which it would present. These stories were a part of the pupils' classroom work.

The stories were to be interpreted in dances, and in special costumes. The next step was to select the folk dance, learned during the school year, which would best suit the story.

The girls in sewing classes, directed and guided by the teacher of sewing, aided in this work. They made many costumes. In some cases they designed and cut the costumes. Several mothers volunteered to help make costumes.

All carpentry work for pageant was done by boys in manual training classes. The scenery representing "The Road to Bookland, and the Door from Bookland" was made by the boys, so were the crooks for Bo-Peep, the horns for Boy-Blue, the stalks for Jack. The Maypoles were arranged by them. The School Board electricians wired the park where the pageant was held. The Parents' Club rented the park, paid for the band, and took full charge of the sale of refreshments.

The largest music house in the city donated the use of an orthophonic which played the primary children's dances.

On the day of the pageant pupils, parents, and friends came from all sections of the city. The band played, the children danced, the crowd cheered. The pageant brought to pupils, parents, teachers, and friends of Valena C. Jones School knowledge, happiness, the joy of working together, and a spirit of good will.

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Music Teacher Requirements

By HENRY C. LAHEE

NOT so many years ago a person who could play the piano pretty well or sing an operatic selection acceptably was considered eligible as a teacher in the average private school or college, especially if he or she could give lessons on the guitar or mandolin. During the thirty-five years in which the writer has occupied himself with finding positions for music teachers there have been great changes in the requirements put forth by the colleges.

The idea that music is a form of expression which cannot be used intelligently without a knowledge of the fundamentals, any more than a language can be understood without its grammar, is generally acknowledged at the present day. The consequence is that there is better provision for the acquirement of the fundamentals, and a person who wishes to obtain employment as a music teacher in a school or college, without a good theoretical as well as technical foundation finds the way increasingly difficult.

The question of degrees is one which has been developing rapidly during the past few years. Since universities and colleges are granting degrees for almost everything from mining, under the earth, to radio, above the earth, it is only consistent that educational institutions should seek teachers who hold degrees. Many of the great conservatories have found it necessary to institute courses leading to a degree in music. This implies a higher academic education than was formerly required of musicians, and a broader knowledge of the theoretical side of music.

Those who are preparing for college teaching in music will do well to equip themselves with degrees, otherwise they may find that the greatest excellence in technical music will not render them eligible for college work, and they will have to earn their living either by private teaching or such musical work as can be found outside of educational institutions.

That there are dangers in the demand for degrees is certain. Dean H. W. Holmes, of Harvard University, writes in the Atlantic Monthly of October, 1927: "We are in the midst of a generation of students and teachers obsessed with the notion that organization counts more than actual outcome of the educative process in the intellectual and spiritual condition of the pupil. Educationally, we are a nation of credit hunters and degree worshipers. . . . Standardization has laid a deadening hand on us."

And yet genius is still sought. But in teachers it is the genius for transmitting knowledge. If the school is standardized, like a flower bed, the flowers which grow in it must be encouraged to express their own individuality, and in this process of education lies the genius of the teacher. But to get into this kind of educational work one must be classified and tagged with the approved classification and tag. In this ever changing world one cannot tell what the requirements will be ten years hence, but the best advice one can give to the prospective teacher is to keep up with the times.

The question of what is the best time of year to secure teaching positions can be answered briefly. Nearly all engagements are made between the first of January and the first of August.

It is more difficult to state the conditions under which teachers are engaged, because the conditions vary. The business of the agency is like that of the *Mikado* of comic opera fame, "to make the punishment fit the crime." An employer states the subjects for which to engage a teacher, i.e., what sort of position is to be filled; and the agency tries to bring him in contact with teachers who have those qualifications.

It is not easy to make a concise statement as to salaries. They vary, but are usually like Lincoln's definition of the proper length of a man's legs—"I guess they ought to be long enough to reach to the ground"—which means that the salaries are largely determined by local conditions.

Most young people just graduating from college or conservatory are apt to set their market value at about twice the amount that they are likely to receive for their first engagement, and on that account they often miss opportunities which would be valuable to them. They do not realize the conditions. Sometimes they have debts to pay and argue that they must get enough to enable them to pay off their obligations, but they do not realize that there are often many experienced teachers who would be glad to accept the price which the recent graduate spurns, and again that the employer is looking for the best that he can get for his money. It is a good rule to "get busy." Experience is, at first, of more importance than salary. Let the teacher prove himself and promotion and salary will follow.

Finally, employers are seeking co-workers—teachers whose influence and co-operation will be helpful among young people. Personality is a vital point, of which one of the best proofs is to be found in the prospective teacher's record in school or college social activities.

Once upon a time a college president came to interview candidates for the position of assistant piano teacher. Five candidates were introduced, each one having a good scholastic record. Though the president knew nothing about music, he asked each candidate to play for him. The only available piano being a rather dilapidated upright instrument, protests were made. One girl said that she "couldn't play on a thing like that," but on being urged she removed the glove from her left hand and played a little piece for left hand only. Others

played under protest. The fifth candidate was told that the piano was bad, but the president would like to hear her play. She sat down and played a few chords. Then saying: "I've played on lots of worse pianos than that," she rattled off her piece. The president said: "I am looking for a teacher who will be helpful in our faculty, and I think you will fill the requirements." The musical part was guaranteed by her school record, but the will to make the best of the situation was the quality which got her the position.

In the work of placing teachers one of the chief pleasures is the counseling of young teachers, which is interwoven with it. A rapid turnover is not the objective of a properly conducted agency, but a perpetual eye to the welfare of its clients is among the responsibilities, and an aid to the development of the business.—The Musician.

Speech Training in Public Schools

By W. ARTHUR CABLE
University of Arizona

BY "speech training" I mean training in effective speaking under the wide variety of situations in which one may later find himself. It is therefore primarily a training for life—a training by which the pupil, when he reaches adult life, will be able to make the most effective contacts with his fellows through the medium of the spoken word. Thus it involves a training in effective speaking both public and private, formal and informal, business and social, vocational and avocational.

Looked at more in detail, speech training would include training in effective conversation, group discussions, committee and board meetings, public speaking in conferences, conventions, and public assemblies; effective speaking in business and social relations; effective platform speaking in the oral interpretation of literature and the drama; speech improvement and the correction of speech disorders; and the understanding of the scientific principles which permit trained teaching of the speech arts.

The impressionable years of childhood need only be mentioned; we all know their supreme importance in educational work. In connection with diction, pronunciation, and other phases of the effective use of the spoken language, the English teachers have done a heroic service, and they cannot be commended too highly for it. But in the grades it is frequent, almost usual, for one teacher to teach many or all subjects; and in the high school the English teachers have their hands full with the teaching of written composition and literature, so beneficial to the emotional and plastic age of adolescence. It is also true that the modern trend in English teaching has been to centre attention almost wholly on the written word, and perhaps rightly so, for there are more points of difference between speaking and writing than there are points of similarity, and the principles of effective speaking vary in so many important ways from the principles of effective writing. Furthermore, much of the training needed for a good teacher of speech work is of an entirely different type from that needed for a good teacher of English. The field of speech requires a scientific training and background, in psychology, anatomy and physiology, neurology, acoustics, phonetics, etc., much of which is outside the field of training needed by the English teacher. No one in the school system today is trained for this particular work, there is no administrator or teacher whose particular task this is. Consequently children each year go on through the schools and out into life with unpleasant or otherwise ineffective voices, with emotional complexes and untrained bodies which make their lives miserable and vitiate much of their normal usefulness, or with functional or organic defects of speech which might be remedied or improved under trained supervision. Who in the public school system is trained to conduct this important work; whose "job" is it to look after the effectiveness of this method by which the average person makes ninety-eight per cent. of his contacts with his fellows—effective speech? *No one's!* Whose field of service should it be? We answer, one trained for it—that of a Public School Supervisor of Speech Improvement!

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Personal and Professional

JOHN J. MAHONEY, director of the Harvard-Boston University extension department, has courses arranged in eight cities. This is an eminently sensible professional opportunity. There is no weak spot in the plan, scholastically or professionally. Dr. Mahoney is eminently adapted to the promotion of this educational responsibility.

N. D. BAKER, Birmingham, Alabama, who as superintendent of Jefferson County, Alabama, made it one of the leading counties in the United States in consolidating rural schools into unified systems with modernized buildings and equipment, is now in the Alabama State Department of Education substituting till July at least. Dr. Baker is one of Alabama's most efficient educational leaders.

CLARENCE J. DU FOUR, who was for eleven years superintendent of Alameda, California, a city that has probably had more superintendents who have become famous, educationally, than has any other American city, has been elected dean of the State Teachers College, San Francisco, with President Alexander C. Roberts, who has added Arthur S. Gist, Dr. Stanley I. Rypins, Dr. P. F. Valentine, Alexander S. Bailware, Mary A. Ward, Effie B. McFadden, Eva Levy and Grace Carter to the faculty of the college. Dr. Du Four was at the State Teachers College at San Diego last year.

AUSTIN H. FITTS, recently appointed president of Webber College, Babson Park, Florida, was for ten years superintendent of schools, Norwood, Mass. He has been on the faculty of the Babson Institute, Wellesley, Massachusetts, for eight years. The Webber College of Florida is created by Mrs. Roger Babson, and is endowed by her. It is named for their daughter, Edith Babson Webber. The purpose of the college is to give women an intensive training in the fundamentals of business. Dr. Fitts is a graduate of Brown University and of the Harvard Law School, and is a member of the Massachusetts Bar.

MARY DANA HICKS PRANG, widow of Louis Prang, who died in 1909, who recently died at the age of ninety-one, was a widely known and genuinely admired personality a quarter of a century ago. Mr. Prang, who came to America as a poor immigrant from Germany, established the Prang Education Company, with which Charles H. Ames, later with the D. C. Heath Company, was prominently associated at its prime. Mrs. Prang was a woman of attractive personality, of skill in the promotion of public school art teaching, and later an enthusiastic business woman. The passing of Mrs. Prang closes one of the most captivating chapters in mass production of art for all American homes.

DR. HERBERT W. LULL, superintendent of Newport, Rhode Island, was delightfully banqueted on his seventy-fifth birthday by the Board of Education, teachers and citizens of Newport. Dr. Lull is one of the brilliant and scholarly school men of New England. In addition to his highly efficient school work he has been intimately associated with religious, social and civic affairs of the city, and has edited a department of a Milford, Massachusetts, paper every week since he was superintendent there nearly forty years ago.

ARTHUR S. GIST, who left a notably successful elementary principalship in Seattle early in 1927 to accept the principalship of the Frick School in Oakland, has been promoted to the State Teachers College, San Francisco, as director of practice teaching and principal of the Frederick Burk School in connection with the college. He will complete his year with Dr. Frederick M. Hunter in Oakland, will spend the summer as a member of the faculty of George Peabody College, Nashville, and join the forces of Dr. Alexander C. Roberts in the San Francisco State Teachers College at the beginning of the new school year.

WALTER J. BEECHER, managing editor of Normal Instructor and Primary Plans, and vice-president of the F. A. Owen Publishing Company, Dansville, N.Y., died on December 26, 1927. Mr. Beecher has been a prominent factor in making these publications a famous success. Fortunately he had his editorial organization functioning so harmoniously that his passing will in no wise affect the efficiency of the magazine.

CHARLES I. RICE, supervisor of music in Worcester, Mass.,, who died on January 5 at the age of sixty-eight, was one of the leaders in public school music in New England. He was one of the first city supervisors to magnify musical festivals, and he kept Worcester in the front rank in New England for a quarter of a century. He was equally interested in education as a profession and was an active member of various professional organizations.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Footprints

Today, all over our fair northern land, there are footprints in the snow. If we examine those tracks carefully we learn many interesting things. The toes all point forward. Nowhere can we find a track in which the snow tells us the person has walked backward. We draw, therefore, from this fact the interesting conclusion that people are going forward. The tracks go right on in a definite direction. The people who made them evidently were determined to go somewhere. We therefore draw the interesting and important conclusion that people all about us are earnestly trying to reach a goal. If we follow the tracks for even a short distance, we see them plow over the light and deep snow, the distance between each footprint remaining very nearly the same in all cases. From this fact we draw the important conclusion that people are earnest in what they do and that above the tracks traveled a serious and determined mind. Our little examination of the footprints in the snow has, therefore, taught us the secret of success. Beside the footprints of our friends and neighbors we must place our own. In making them we must go forward, we must have a goal, we must be determined in what we do. Of course, there are many other qualities that blend to make the happy life, and others that blend to make the noble life, and still others that blend to make the inspiring life, but when all is said and done, the foundation of successful living is taught us there in the snow. Go forward! Have a goal! Be earnest.

The Golden Reed—I

Yacoub sat in his royal tent with silken draperies floating about him and a rich, heavy rug of softest wool under his crossed legs. "Tell me a story," said he to a young man who sat near him. "Sire," said the young man, "stories do not always come at the calling. They are like eagles in the high air that we see from below. Who can call the eagle to him at the bidding of another?" Yacoub laughed. "You can! my son," he said. "The eagles wait on you. The air is full of their wings about your head." The young man smiled. "Listen, then," said he, "to the flutter of their wings. In Arabia, in the old days, lived Solomon the mighty, whose wisdom was equal to his goodness and his goodness equal to his love, and his love equal to his justice. One day Solomon called his vizier to him and said: 'Wise one, go find me a wicked man who toils with his hands!' When the toiler was brought before him, Solomon said: 'Friend,' for in truth he was friend, even to the wicked, 'I free you from your stone cell, but condemn you to work in the mines at Ophir. You shall toil, digging gold from the rock, until you have as much as you can carry in the palm of your right hand. You shall bring the gold to me and I shall use it for the kingdom's good and you shall go free.' A year later the wicked toiler returned with his palm full of gold. 'It is well,' said Solomon. 'What has this gold bought for you besides freedom?' 'I have learned to enjoy the taste of honest bread,' said the man. Solomon smiled and turned to his vizier and said: 'Bring me, now, a wicked man who is skilled in the working of precious metals.' When the man stood before him the king said: 'You shall go free from your cold cell if, in one month, you forge this palmful of gold into a slender reed, such as grows upon the river's bank.' When the man returned at the month's end he bore a shining reed in his hand made of the yellow gold. It was slender and hollow and gave forth a low, sweet sound when the king tapped it with his fingers. 'It is well,' said Solomon, 'But what has the making of this reed done for you?' 'Sire,' said the man, 'to study the reeds that were my pattern I often sat on the river's bank. In the silence strange thoughts came to me. Some reeds I saw standing straight and beautiful and others I saw broken and withered away. From the reeds I learned the loveliness of the upstanding things.'

(To be continued.)

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The Golden Reed—II

"Solomon smiled and said to his vizier: 'Bring me a wicked man, skilled in the making of musical instruments!' When the man came, the king handed him the golden reed and said: 'Friend, I free you from your damp, silent cell so that you may fit a mouthpiece and tongue to this golden reed. At the change of the moon come to me once more.' When the moon changed the man came with the finished reed. 'It is well,' said Solomon, 'You have given the cold metal a golden tongue. In it now lies all the lovely music of the world. But tell me, what has the fitting of the tongue to this reed taught you?' 'Sire,' said the man, 'as I worked, voices sang to me, and lips seemed to press forward to blow upon the mouthpiece of this reed. And some blew terrible notes full of hatred and oaths and some blew wild, fierce cries that had blood in them, but others came sweetly with music of such gentle nature that my heart wept. I saw life, O dread one, as a great song one sings, a melody, echoed and re-echoed through a million stars. Henceforth my days shall sing with the sun in the company of all sweet singing things.' Solomon smiled and laid his hand on the other's shoulder.. 'You are right,' he said. 'Life is a melody. What a privilege to sing!' Then the king turned to his vizier and said: 'Bring me, now, a wicked musician.' When the man stood before him Solomon said: 'Friend, I free you from your dark cell and give you this golden reed. Into its making has gone the spirits of three others like yourself. Return to me when the moon changes and play for me some tune that you have found at night under the silver stars.' When the moon changed the man came once more. He smiled and Solomon greeted him with a pleasant word. When the song the man played was finished tears stood in the good king's eyes. 'Ah,' said he, 'You have dotted the staff of the golden moon shining through dark clouds with glistening stars.' The man smiled. 'Once I was bound down to earth with strings woven of strong threads of hate. Under the stars I learned patience and gentleness and peace.' Solomon smiled and giving the flute to the man said: 'Go forth among my people and play for them.'" The young man ceased and smiled up at Yacoub. The desert wind sifted sand with a soft rustling as of garments blowing against the sturdy walls of the tent. "A good story," said Yacoub, "and one worth remembering. It is true that knowledge comes out of toil, and change of heart and joyousness."

Right Where You Are Now

There was once a man who kept saying to himself: "I shall go to Alaska and discover a gold mine." He was so certain that gold mine awaited him in Alaska that he did very careless work at home and lost his job and also his chance to go to Alaska.

There was once a woman who kept saying to herself: "I shall, some day, have a wonderful castle built on a high hill with servants to wait on me and carriages to roll me around," and she dreamed so much of her castle on the hill that she neglected her work

and her own home became a place fit only for a pig to live in.

There was once a boy who kept saying to himself: "Some day I shall be a famous banker with so much money in my bank that I can loan some to the national government," but he spent so much time in dreaming about what he would do with the money in his bank that he neglected the very studies that would have helped him realize his dream.

There was once a girl who constantly said to herself: "Some day I shall marry the best man in the world and he will take me on a wonderful trip to distant lands," but she spent so much time dreaming about it that she neglected to develop her character and so destroyed every chance of interesting the kind of man she had in mind.

Now each of these four persons might have made his dream come true if he had but known and followed a very simple piece of advice:—

Whatever the dream lay its foundation right where you are now.

Whatever the ambition give it a start right where you are now.

Whatever the high castle you plan build a piece of it right where you are now.

Whatever the ideal that you cherish, live up to it right where you are now.

Whatever the love you desire, show a little of it to the world right where you are now.

Whatever the bank that you wish to fill, drop in a penny right where you are now.

Whatever the mine you plan to dig, take the first shovelful right where you are now.

Whatever the plan for your future make a little of it a reality right where you are now.

Just remember that what you do right where you are now is the foundation of what you will find built for you right where you are going to be.

The Light That Would Not Blow Out

There was once a candle that would not blow out. It stood in the dark in a very windy place, throwing its feeble light over a highway where men and women struggled along through all kinds of misery. It had burned there so long that its sides were heavily coated with white wax that had run down and hardened. Now and then as the throng passed, eyes were lifted gratefully to the light and now and then, also, tired lips said a still prayer for him who had lit the light. But every once in a while someone left the crowd and bent over the light and puffed up his cheeks and tried to blow the light out. At such times the flame bent backward and sputtered and gasped like a man struggling for breath, but not once did it lose its brightness nor release its hold on the black wick that fed it. One day three such evil spirits came where the light stood. They all loved darkness, for the deeds they did needed the darkness to hide them from the eyes of men. "This will not do," said the leader of the three. "If this light be allowed to shine, others will be lit, also, and the road will no longer yield us a living. I shall blow the light out." Whereupon the leader of the three bent over the candle and blew with all his might. To his surprise the flame bent over beneath his breath, but sprang erect again as soon as its force had passed. Blow as he would, the flame continued to burn as happily as before. "Let me try," said the second spirit. Whereupon he cupped his hands together and enclosed the flame and tried to smother it. At once the flame burned with increasing brightness and the heat that it gave off made the spirit cry out in pain and jerk his hands away. "Let me try," said the third spirit. With that he pulled off his coat and threw it over the candle. Instantly the coat burst into flames and fell down in ashes. "That must be a good candle, indeed," cried people in the crowd. "Let us fashion candles of the same kind, light them from this one, and carry them along with us." So saying they drove off the evil spirits and made candles out of the wax that had hardened on the sides of the lighted one and passed joyously on. And as the years passed more and more people made candles and carried them until the dark road was lit up as though by a whole heaven of little stars.

Aboard the Vessel of Life

By James Ball Naylor.

I'm a ship-board, a mere common sailor,
On the weather-worn Vessel of Life—
Cast in with a crew mixed and motley,
And compelled to take part in the strife;
For by day we contend with foul weather—
And by night with the dark and the cold;
But we frolic and dance when the sun shines—
Or we wrangle o'er pieces of gold.

I was shanghaied—in some subtle liquor
My senses were deluged and drowned;
And I know not the port whence I started—
Nor the anchorage whither I'm bound.
I first came to myself on the deck here—
And of dunnage I felt a sad lack;
For I had neither budget nor bundle—
Nor raiment nor rag to my back.

Our vast cargo consists of huge bundles
Of human hopes, flagons of tears,
Great boxes of fond aspirations—
And of sad disappointments and fears;
Bags and bales of mixed mercy and madness,
Pearls of knowledge—strung strand upon strand;
And coils of the cords of affection—
Frayed and broken like ropes of sand.

There are passengers, yea—but I know not
If many there are, or but few;
For they keep to themselves in the cabin—
They so fear the piratical crew.
And they feast, and they drink, and they gamble—
Thus they squander the many hours long;
But I fancy a cadence of pathos
Is heard in their merriest song.

Sometimes when the midnight is blackest—
Or the sun blazes bright in the sky,
I catch the dull thunder of breakers,
And a weak inarticulate cry;
Then I hear the hoarse murmur of voices
And the faint dip of oars, in accord—
And I know that another poor mortal
Has been shanghaied and bundled aboard.

And sometimes, when the red sun is rising—
Or is sinking from sight in the west,
I discern the dim blue of a shore line,
The white curl of a long comber's crest;
And a small boat puts off from the vessel—
While a dirge through the rigging is crooned
By the breeze!—And one more pale-faced seaman
Has been left on some island, marooned.

'Tis the sad lot that comes to each sailor
And passenger here on the ship;
So I wonder how many the moments,
Or the hours, till the muffled oars' dip
Shall separate me from my comrades
And bear me away through the fog,
Or the shine, to some never-known island—
And my name be erased from the log.

EDUCATION IN ACTION

Famished Students End "Food Strike"

The ever-present desire to eat and the lack of funds to do so at any other place than the college "beanery," broke in heavily on the "hunger strike" of 400 University of Idaho southern branch students in protesting the quantity of food served by the state institution. Practically all the students residing in the dormitories returned to the dining hall for meals, though the spirit of mutiny was still evident. Petitions were circulated on the campus asking a change in the system used and that the amount of food be increased. No official statement has been made by the officers of the school.

Sioux Leader Works For Better Schools

That the present school populations on the Sioux reservations in South Dakota are entitled to better educational facilities than those which have been built up to the present provided by the Federal Government, is the belief of Henry Standing Bear of Pine Ridge Reservation, and he has started a campaign to that end. Standing Bear is circulating petitions among the parents of Indian children who get their education in the reservation schools, in which he is asking for special federal aid toward such schools. He has presented the wants of his people in several instances to the office of Indian affairs at Washington, and will make the campaign a personal one in his attempt to better the conditions of the younger Indians on the reservations of the Dakotas.

College Lecture System Defended

Dr. Goodwin B. Watson and Dr. Ralph B. Spence, professors in Teachers College of Columbia University, have just announced the results of an experiment conducted by them which, they hold, proves to their satisfaction that the lecture method is superior to the discussion method in teaching college students. The professors selected two sections of sixty persons each, studying the same branch of education. Section A studied entirely by lectures during the first semester, at the end of which its scholarship average was 53.4 per cent. During the second semester, when the discussion method was used, the average on the final examination was 50.1 per cent. The schedule was reversed with section B, which averaged 48.2 per cent. at the end of the first semester and 49.9 per cent. at the end of the school year. "During the first semester the students who were having lectures forged ahead of those who were having discussions," Dr. Spence said, "and during the second semester the students in the lecture group regained the lost ground." Some contend that this experiment is not an argument for lectures, but for smaller classes.

Columbus' Salary For Finding America

Professor Ruge, German investigator, has figured out the actual cost of the Columbus expedition in terms of today's money, it has been learned at Northwestern University. Christopher Columbus received an annual salary of $320 while he worked at the job of discovering America. The monetary unit then was the maravedi, a term of Moorish origin, and all historic documents give the cost of the first personally-conducted tour to America's shores at 1,140,000 maravedi. The good Queen Isabella, after she had gathered up all the loose maravedi she could lay her hands on and had augmented the pile by taking the family jewels to a Spanish "uncle," had the round sum of $7,296 to give the ambitious voyager. Professor Ruge came to the conclusion, after an examination of various decrees of Ferdinand, that the maravedi was worth less than three-quarters of a cent in modern money at the time Columbus fared forth. The union scale for the sailors of the vessels was $2.45 a month.

Columbia Extension Offers 600 Courses

More than 600 courses will be offered in the extension division of Columbia University during the spring session. About 11,000 students, or an increase of approximately 3,000, are expected to register. Among the new courses offered are advertising agency procedure, discussions on contemporary Latin America, economics of fashions, Japanese art, partial differential equations, consumers' co-operative movement and investment trust organization and management.

Lowly Homes Yield Fine College Stock

Young men and women from the homes of the low income groups are potentially the finest possible type of material for collegiate education in a state college, says Dr. Roscoe Thatcher, president of the Massachusetts Agricultural College, in his annual report to the trustees. Dr. Thatcher was referring to the $60 a year tuition charge which he estimated had increased the college income by $25,000 in the past year. As likely results of this levy, he says, more students applied for labor positions and applications for loans were more numerous. He expresses himself as against any increase, as it would make still more difficult a college education for the groups he designated.

Teachers College in Kansas Offers Course for Janitors

A school for janitors offers the newest professional course at the Kansas State Teachers' College of Pittsburg. More than a score of janitors of grade and high school buildings came for the janitors' course when the schools closed for the Christmas holidays. Motion pictures, lectures and demonstration presented the newest ideas for the care of public buildings. "A school janitor has to know more than how to handle a mop and a broom," one of the lecturers declared.

Religious Instruction Without Cost to State

Instruction in religion at state expense has been discontinued in government schools of Chile. Classes in religion may be held during school hours at the request of parents, provided that they are conducted without cost to the state, and that attendance is voluntary.

Aids Teachers Of Fine Arts

Scholarship grants to prospective college teachers in the fine arts by the Carnegie Corporation of New York will be continued during 1928-29, following appropriation of a fund for that purpose by officers of the organization. The sum available is sufficient to provide for a limited number of reappointments and for about twenty new appointments. The purpose of the grants is to enable students in the fine arts to pursue graduate study under the direction of American universities, either in residence here or abroad, in preparation for the teaching of graphic and plastic arts in colleges and universities. Applications for 1928-29 scholarship grants must be filed before February 15, 1928. Complete information as to requirements, conditions and the like, may be obtained from the Carnegie Corporation Advisory Committee on Scholarship Grants, 522 Fifth avenue, New York City.

Canada to Extend "Box Car" Education

Canada's frontier college, which provides a free education in box cars, bunk houses and other places where men live who are working far from the established centres of civilization, is planning to extend its work in Northern Manitoba, now that greater activities in the mining fields and railway construction are being planned. Alfred Fitzpatrick, of Toronto, principal of the "college," was in Winnipeg recently to confer with the Provincial Government regarding a grant for the work of his institution. His western visit includes a trip to The Pas, in Northern Manitoba, the centre of the construction activities in that part of the Province. All the teaching is done by college graduates and undergraduates from various universities. They are on the staff of the company employing their "pupils" and all day they work with the men at the same kind of labor. The schooling is given at night, and, while it is mostly elementary, the higher branches of education can be obtained by those who desire to learn.

Diary Shows School Life of Century Ago

Some of the educational struggles of a century ago are revealed at the University of Vermont by an old diary kept by the Rev. Alvah Sabin. Dr. Sabin received the honorary degree of M. A. from the university in 1826, and his diary reflects opinions gathered while he was successively president of the incoming college, a teacher and member of the corporation. Some of the class reciting in a private house under Dr. Sabin were in such humble circumstances that they came barefoot. He did not like this and requested that they be shod, even by a blacksmith if necessary. One Jacob Collamer reported this to his mother, who managed to spin enough shoe thread to exchange for a pair of shoes. The boy would carry them until near the place of recitation when he would stop and put them on. After recitation he concealed them in the pine brush fence and left them there until it was time to put them on for another day's recitation. Thus he made the shoes last through the time of his schooling.

Early Statistics On Discipline

An occasional copy of the People's Magazine for 1836 is found in New England's "attic libraries." In one of these yellowed volumes treasured in a Bradford, N. H., home is a casual mention of a statistical matter that might be of interest to present-day pedagogs. It is stated that a certain schoolmaster named John James Hauberle had taught school fifty-one years. In that time he had given the youths entrusted to his care 911,957 blows with a stick, 24,410 strokes with a rod, 29,899 ferulings, 136,715 blows with one hand, 10,325 slaps on the chops, 7,905 boxes on the ear, 1,115,000 raps on the head, 12,342 Nota Benes with the Bible, catechism, Psalm Book and grammar, and had made boys kneel 613 times on peas and 777 times on a three-cornered block of wood.

Teachers' Salary Increase Approved

The Board of Education in New York City has approved the increased salary schedules for New York teachers by which approximately $14,000,000 will be added to their pay envelopes during 1928. The rise became effective on January 1. The Board of Estimate and Apportionment, to which the schedules were submitted, refused to approve them, on the ground that the larger increases were not distributed among the rank and file of the teaching staff. The Board of Education, however, exercised its statutory right to fix the salaries of its own employes, and has certified the new rates of pay. The increase for grade teachers will range from $108 to $629, the maximum increase in the majority of cases being $269. Increases from $800 to $5,000 are provided for principals of various classes and members of supervising staffs.

Oxford Dictionary Ready After 70 Years

The Oxford English Dictionary, which has occupied more than 1,300 people for more than seventy years, is now completed and in the printers' hands. The making of the Oxford dictionary is one of the romances of English literature. Before its vast scope it is declared that Dr. Samuel Johnson's effort pales into insignificance. It is asserted that it will be the most complete authority on the meaning and derivation of English words in existence. Two of its editors have died since the work commenced, Sir James Murray, who began it, and Dr. Henry Bradley, who worked on it continuously for twenty-seven years. It has cost $250,000 to produce, part of which has been raised by public subscription. The present editors of the dictionary are Dr. W. A. Craigie and C. T. Onions. Dr. Craigie was Professor of English at the University of Chicago and acquired an American background, which is likely to be of great importance in regard to the popularity of the dictionary in the United States.

Hunt Orthodox School Leader

An orthodox American educator, as faithful to the traditions of our history as a three-year-old is to the Santa Claus theory, is sought by William Hale Thompson to act as Chicago's superintendent of schools. The new superintendent must be a native of Chicago. According to J. Lewis Coath, who runs the board of education for the mayor, an elaborate ritual will be followed to insure proper selection. Prominent executives of the school system will be asked to submit theses setting forth their ideas of conducting the school system on a "patriotic" basis. Board members will examine their ideas and invite the most promising authors to appear and explain themselves further. Then the selection will be made.

Elementary Schools Start Latin and French Classes

Introductory courses in Latin and French have been started in the city elementary schools of British Columbia. This step is in conformity with recommendations growing out of a recent educational survey of the Province, looking toward the gradual introduction into elementary schools of certain subjects usually considered of secondary grade. The courses are given by special teachers. They are optional, but it is expected that pupils anticipating the study of the languages in high school will take the introductory work in the elementary grades.

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English College Costs Declared High

That getting a college education in England is an expensive proposition is revealed in statistics issued by the board of education which fix $1,100 a year as the minimum necessary for maintenance at Oxford. Some Scots students have been known to manage it on less, but the average expenditure, according to instructors at Oxford, is somewhat over $1,500 a year. The expenses of some of the students are known to be very high, and there is more than one club at Oxford where application for membership is conditioned on the applicant being possessed in his own right of an income in excess of $5,000 a year.

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TREND OF THE TIMES

ANOTHER MICROBE has been added to the long list of deadly bugs which prey on man and monkey alike, by Dr. Vibert, head of the Pasteur Institute at Kandia, French Guinea. He discovered his microbe in chimpanzees upon which he was experimenting. It is a spiral bacillus, and causes a highly infectious disease of epidemic character bearing a close resemblance to yellow fever. It is transmissible to man, for the doctor himself contracted the disease. It is less deadly to man than to monkey apparently, for the doctor recovered while the chimpanzees did not.

INCANDESCENT ELECTRIC lamps, on which America has become generally dependent, are made from material imported from China, Australia, Brazil, Spain, India and Canada.

ACCIDENTS took 90,000 lives in the United States last year; the financial loss ran into billions. More than 20,000 of these fatal accidents were the results of industrial mishaps. This was reported at a recent convention of 5,000 safety experts in Chicago. Many accidents, it was said, result from the unwillingness of workers to observe safety regulations. Some "old-timers" even become antagonistic and offer determined resistance when rules for safety are made. Greater persistence was urged in carrying on safety campaigns.

AMERICA has gone crazy on lawmaking, declares Judge Robert S. Hall of the Forrest County, Miss., Circuit Court. "There are at present 1,900,000 laws in the United States, of which 93,000 were placed on the statutes last year" he stated. The nonenforcement of so many laws is attributed by the judge to the fact that seventy-five per cent. of the people do not want them enforced.

AMERICAN BUSINESS loses $125,000,000 every year through embezzlement, according to E. A. St. John, president of the National Surety Company. Prison sentences totaling more than 300 years were imposed upon embezzlers, forgers, and other criminals in 1926 through prosecutions brought by the company. The chief causes of the widespread financial crimes are the increasingly higher costs of pleasures, luxuries and dissipations, and the inability of many persons to earn enough through honest work to satisfy their desires, Mr. St. John declared.

MONEY ORDERS sent daily to prisoners in the Tombs in New York City have greatly increased in number. State and Federal prisoners in the Tombs are supplied with money in small amounts by relatives and friends to meet expenditures in extra food, cigars, cigarettes and other "luxuries" not a part of the prison fare. Large sums are telegraphed to pay fines or for lawyers' fees or bail purposes.

AERIAL PHOTOGRAPHY made it possible to reduce the tax rate in five Connecticut towns, according to William P. MacCracken, secretary for aeronautics of the Department of Commerce. In one town 1,896 buildings were discovered on which taxes had not previously been paid. In the three cities, as a result of the increased amount of taxable property found, funds were obtained to build new roads, schools and town halls, in addition to reduction in the tax rate.

TRAFFIC DELAYS and accidents arising from congestion in the city's streets are costing New York $1,000,000 a day. The following case was cited among the specific examples: Occupants of a new apartment house were asked to pay $10 to $15 a month higher than would have been demanded if a truckload of building material was not delayed in traffic, causing it to arrive after workmen quit work. Consequent delays prevented the opening for a month and impelled the owners to make up the loss.

WOMEN WORKERS in the manufacturing industries of the United States are receiving less pay than men despite the principle that equal work should receive equal pay. The Department of Labor divides men into two groups, skilled and unskilled, but women workers are in a single group. Figures for June, 1927, show skilled males earning an average weekly wage of $31.48, unskilled $24.49, and women, skilled and unskilled, only $17.37.

PAID-UP PARTIES are the latest fads among Londoners. Explaining an invitation to a "paid-with-thanks" party, the host said: "It's just a friendly gathering to celebrate the fact that all the installments have been paid on the furniture and piano. I'm having another one in a few months to rejoice over the last payment on the motor-car." Because of the growing popularity of installment buying, it is said that there will be a large increase in paid-with-thanks parties this season.

The BOOK TABLE

THE SQUIRREL TREE. By Margaret J. McElroy and Jessica O. Yonge. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This school book for little folk is as genuine a stroke of literary genius as was "Little Women" in its day. The day of the patched-up Primer and First Reader is fast disappearing.

School books are to be works of genius, masterpieces in permanent fascination for little people instead of attempts to display the pedagogical reputation of a scientific psychologist. "The Squirrel Tree" is the advance guard of the making of books for little children, books that they will love to read, books that will have a charm that makes reading a continuous joy for little people as a great work of fiction is for their mothers.

READING AND LITERATURE. By Melvin E. Haggerty, dean, College of Education, University of Minnesota. Book One, Book Two, Book Three. 570 pages each. Yonkers-on-Hudson, New York and Chicago: World Book Company.

The junior high school has rendered important service in many directions, but nowhere more than in the equipment and inspiration that promotes a love for literature at an earlier age than has been scheduled heretofore, and in a more captivating way.

There has been no greater cause for anxiety regarding youth than the apparent passion for undesirable reading of students of the junior high school years. Teachers who thought they were glorifying Chaucer, Dryden and Milton have often been shocked to find their students reveling in literary jazz out of school.

The junior high school has created new series of literary selections that cull out the gems of the masterpieces of old and worthwhile attractive writings of today, using only what appeals to youth of today and ranging through biography, science, industries, as well as the classic and artistic masterpieces, labeling as literature some things that adolescents instinctively enjoy.

Dr. Haggerty has been known to be an ardent lover of good literature with the widest range of interest in varied lines of good writing. He is one of the most acceptable university men on the professional platform, and his charm has been in no slight degree in the way in which he has brightened his addresses with brilliant selections from literary masterpieces old and new.

In these three volumes of "Reading and Literature" Dr. Haggerty has selected those writings which compel attention of the youth ordinarily indifferent to writing that lacks the antennae that thrill at the slightest suggestion of excitement.

GILMAN OF REDFORD. A Story of Boston and Harvard College on the eve of the Revolutionary War, 1770-1775. By William Stearns Davis. Cloth. 535 pages. New York: The Macmillan Company.

No one has written a more fascinating story of Boston, Harvard and Middlesex County with Lexington and Concord as foci than is here published in the name of "Gilman of Redford."

"Town-born—turn out!" The cry was tossed from group to surging group along Boston streets, while the bells in nineteen Boston steeples rang like mad, calling Americans to defend their liberties when British troops fired on Boston townsfolk that night in 1770. Roger Gilman, a boy at Harvard, tells the story of those eventful days in Massachusetts, just before the outbreak of the Revolution, and his tale is one to stir the blood.

On the day before the Boston massacre Gilman rescues fair Emilie Rivoire, cousin of Paul Revere, from the unwelcome attentions of two British soldiers, and thereafter Emilie plays no small part in Gilman's story. Gilman makes a gallant hero and there are thrills in plenty in the story of his flight after a duel with a British officer, his impressment on a British ship, his escape, and his chase in the schooner of Watchhorn, the smuggler, to save Emilie from the black-hearted Captain Prothero.

As a background for the story the author has drawn a fascinating picture of family and social life in Massachusetts in colonial days.

EDUCATION IN A DEMOCRATIC WORLD. By Ernest DeWitt Burton, president of the University of Chicago 1923-25. Edited by Harold R. Willoughby. Chicago, Ill.: The University of Chicago Press.

Since Ernest DeWitt Burton had his brief service as president of Chicago University (1923-25) more than fifty university presidents have retired from positions they have occupied for many years, and their places have been taken by other administrators. This has made it impossible for President Burton of Chicago University in so few months to have made a great impression upon the general public. It is well therefore that important addresses be brought together in an attractive volume.. The subjects are significant: Education in a Democratic World, Student Habits, The Obligations of the Educated, The Ideals of a University, The Business of a College, The Business of a University, The Business of a University Medical School, Education and Religion, A School of Politics: A Need of American Life, Business and Scholarship.

The "Introduction" by William Fletcher Russell, dean of Teachers College, Columbia University, who has known Dr. Burton intimately, is an appreciation of high value. We quote a few sentences.

Referring to his experience on the China Educational Commission Dr. Russell says: "When reflecting upon the benefits of our stay in the Orient—contact with a fascinating civilization, study of an educational system of exceptional interest and promise, acquaintance with countless workers for the betterment of mankind, reorganization of our own ideas and retesting of old prejudices and beliefs—we all know that the lasting reward and the most insistent memory are the character and personality of our chairman and chief, who believed that precept and example should go hand in hand. He practiced what he preached. He enjoyed life; he made friends. He was open minded; he was receptive to new ideas. His was the 'spirit of the invincible.'"

Books Received

"Outlines of Child Study." Edited by Benjamin C. Gruenberg for the Child Study Association of America. —"The Kingdom of the Mind." By June E. Downey. New York: The Macmillan Company.

"Wonders of Science." By Eva March Tappan. —"Stone's Silent Reading." By Clarence R. Stone. Boston: Houghton Mifflin Company.

"Pollyanna's Debt of Honor." By Harriet Lummis Smith.—"Barbara Winthrop Graduate." By Helen K. Broughall. Boston: L. C. Page and Company.

"The Foundations of Education." By J. J. Findlay. Volume Two. New York: Henry Holt and Company.

"Workbook for Grade Three to Accompany the Buckingham-Osburn Searchlight Arithmetics, Book One." By B. R. Buckingham and W. J. Osburn. Boston: Ginn and Company.

"A Primer of Blueprint Reading." By Thomas A. Diamond. Milwaukee: The Bruce Publishing Company.

"Read and Do." By Maud C. Stubbings and Genevieve M. Watts. Chicago: Hall and McCreary Company.

"How to Succeed in College." By William F. Book. Baltimore: Warwick and York.

"The Nature Almanac." By Arthur Newton Pack and E. Laurence Palmer. Washington: American Nature Association.

"Your Growing Child." By H. Addington Bruce. New York: Funk and Wagnalls Company.

"The Changing College." By Ernest Hatch Wilkins.—"Education in a Democratic World." By Ernest DeWitt Burton. Chicago: University of Chicago Press.

"The Harvard Latin Vocabulary Tests." Prepared by Alexander Inglis. Boston: Ginn and Company.

"In School from Three to Eighty." By Isaac Freeman Hall. North Adams, Mass.: Published by the author.

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GRINS BETWEEN GRINDS

The Unattainable

"I'm lost," wailed a little tot, wandering from counter to counter in a local department store. The kindly floorwalker picked up the little one and tried to console her. It was useless, and she continued to cry at the top of her voice, "Mama, Mama, I'm lost."

"Where is your mother?" asked the floorwalker.

"She went away and I'm lost," cried the tot.

"Well, now, why didn't you hold onto her skirt?"

"I—I tried, but I couldn't reach it."—Lawrence Telegram.

Americanisms and Englishisms

There was once an American lady traveling in a London 'bus. She nursed an extremely ugly (homely) child that proved to be a most hypnotic attraction for an old gentleman seated opposite her. The American lady was naturally indignant.

"Rubber!" she said.

The gentleman appeared vastly relieved.

"Thank God!" he said, "I thought it was real."—American Speech.

Who Was It?

A little girl was put in an upper berth of a Pullman sleeping car for the first time. She kept crying till her mother told her not to be afraid because God would watch over her.

"Mother, you there?" she cried.

"Yes."

"Father, you there?"

"Yes."

A fellow-passenger lost all patience at this point and shouted: "We're all here! Your father and mother and brothers and sisters and aunts and uncles and cousins. All here; now go to sleep."

There was a pause; then, very softly: "Mamma!"

"Well?"

"Was that God?"—Tid-Bits.

A Familiar Face

A certain golfer who is so completely absorbed in his pastime that mere domestic matters have long ceased to trouble him, has a small son named William.

One evening, upon returning from the country club, his wife remarked: "William tells me he was caddying for you all afternoon."

"Is that so?" exclaimed the astonished man. "Well, now that you mention it, I thought I had seen that boy before."—Outlook.

Good For Tommy

One day a teacher asked one of her pupils: "Is there anything you can do better than anyone else?"

"Yes," replied Tommy, "I can read my own writing."

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JOURNAL MAIL BAG

January 11, 1928.

Editor, Journal of Education:—

I have greatly enjoyed your School Problems Department and appreciate the practical point of view which characterizes its discussions. However, I desire to take vigorous exception, as far as city systems are concerned, to one statement in the otherwise admirable answer to question 50 in your School Problems Department for January 2. The question is: *What is the proper relationship between the principal and the supervisor?*

The following is a portion of the answer:—

"The principal is host or hostess in his or her building, and should always act and be treated as such. He is the leader there. All things head up to him. He is responsible to the supervisor, and she guides the activities in the building through him."

The principal *is* "responsible," but to say that he is responsible *to the supervisor* is to place both him and the supervisor in an intolerable situation and is contrary to prevailing practice, as indicated by recent studies.

Assuming that the term "supervisor" means supervisor of a subject, to hold the building principal in a city system responsible to each and every subject supervisor is to place him in an intolerable situation. If no man can serve two masters, no principal, however skilful, can serve several supervisors.

To make the principal responsible to the supervisors is to endow each supervisor with administrative authority. To do this is to place the supervisor in an insufferable position. The primary function of the supervisor is to guide and to help. He inspects and evaluates, but only in so far as so doing serves his primary function. He is entitled to be welcomed by the teacher and principal as a friendly consulting expert, not regarded askance as a superior authority come to pass judgment. Other aspects of such a situation, which might be mentioned, are equally intolerable.

What otherwise might be conflicting demands of subject specialists must be adjusted by a competent authority, if the entire school program is to be integrated for each pupil. That authority must be a building principal who is free to exercise his judgment.

To make the principal responsible to the supervisor is contrary to present practice in city school systems. One of the most recent studies is that of Dr. Fred C. Ayer, (Ayer, Fred C.—Studies in Administrative Research, Bulletin No. 2, Seattle Public Schools, August, 1925). In forty-four large cities less than forty per cent. of the subject supervisors were found by Dr. Ayer to come to the building with authority superior to that of the principal.

The principal *is responsible*, indeed, for the quality of instruction in all subjects, but his responsibility is *to the superintendent* and not to the subject supervisor.

Yours very truly,
Worth McClure.

Seattle, Washington.

Vacation Course in Education

Editor, Journal of Education:—

Each year American teachers are attending the City of London Vacation Course in Education in increasing numbers, and it is a great gratification to us all to know that they speak so highly of the benefits they receive. Isaac D. App, superintendent of Dauphin County Schools, expresses his views of the 1927 course by saying, in the Pennsylvania School Journal for November: "It was to us all a rich and very helpful experience. To me it means a larger vision, a higher and better conception of the teaching profession, and a greater consecration to service."

I shall be grateful if through the columns of your influential journal you will permit me to let American teachers know that the dates for the 1928 Course are July 27 to August 10, and that if any American teachers

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should wish to come to England a week or so earlier we would be glad to arrange for them to have special facilities for visiting typical English schools while they are in session.

The course offers lectures on all subjects of school work, and there will be next year a specially interesting series of addresses on British Institutions.

The afternoons are devoted to official visits to places of historical interest such as London Bridge, the Tower, Westminster Abbey, Windsor Castle, Eton College, etc.

By invitation of the Corporation of the City of London, the course is invited to a great meeting in the ancient Guildhall, following which the Lord Mayor and the Worshipful Livery Companies of London entertain the members to tea.

I shall be very happy to send on a copy of the large illustrated prospectus describing the course to any of your readers who could contemplate joining the American group of teachers who will be attending the course in 1928.

Hugh W. Ewing.

Montague House,
Russell Square,
London.

Self-helps

Editor, Journal of Education:—

These self-helps were worked out by one of my seventh grade classes.

1. Eyes.
2. Ears.
3. Textbook.
   a. Table of contents.
   b. Index.
4. Dictionary.
   a. Pronunciation of words.
   b. Meaning of words.
5. Reference books.
6. Library.
7. Notebooks.
8. Criticisms.
9. Questions (ask questions).
10. Outlines.
11. Maps.
12. Pictures.

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Meetings To Be Held

FEBRUARY.

24-25: National Council of Teachers of Mathematics, Hotel Statler, Boston. Marie Gugle, president, 270 East State street, Columbus, Ohio.

February 25-March 1: Department of Superintendence, Boston, Mass.

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